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ABSTRACT

The Goals 2000: Educate America Act calls for partnerships across local, state, and federal levels. This document offers suggestions for community organization to achieve the national education goals. The first section includes information on forming a steering committee, creating task forces, avoiding turf battles and finger pointing, defining and measuring community goals, taking inventory, conducting needs assessment, acting now, communicating, reporting progress, raising expectations, and forming a state-community partnership. The second section offers brief descriptions of the following community-action partnerships: Boulder Valley 2000 (Colorado); Murray 2000 (Utah); Choctaw 2000 (Mississippi); Metro Richmond 2000 (Virginia); Nevada 2000; and Fredericksburg 2000 (Texas). The last section contains an introductory letter to Edmonds 2000 (Washington), a list of contact sources, tips on planning a community meeting and suggestions for utilizing the basics of communications and publicity (from Minnesota 2000), and the National Education Goals and 21 objectives. (LMI)

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*Organizing **Your** Community To Reach the National Education Goals*

EA 025601

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GETTING ORGANIZED TO GET MOVING...

TOWARD THE NATIONAL EDUCATION GOALS
AND HIGH STANDARDS FOR ALL STUDENTS

May 18, 1993

Communities that have been working to reform their schools and reach the National Education Goals know better than anyone how long the road is. There is much ground to cover, and the Year 2000 seems just around the corner.

Progress can sometimes be accelerated, communities know, by borrowing ideas and breakthroughs from one another. That's what the satellite town meetings are about. And that's what Goals 2000 is about.

Goals 2000 is a vision of reform built on this fundamental premise: It is in our communities and local schools where the hardest, most important work in America must be done -- the work of reaching the Goals and helping all students achieve high standards.

But schools and communities shouldn't have to do it alone. That's why Goals 2000 calls for partnerships across local, state, and federal levels -- partnerships for mustering the support it'll take to help communities and local schools do what only they together can do.

President Clinton sent a bill to Congress in April that embodies the spirit of Goals 2000. The *Goals 2000: Educate America Act* builds on lessons learned in state and local school reform efforts over the past 15 years.

Under the Goals 2000 Act, states would bring some of their top community leaders, educators, and others together to develop a statewide reform plan. This state reform plan would be designed to assist all communities and schools across the state in helping all their children reach the highest standards anywhere in the world. The federal government would offer assistance, including financial support, most of it for local schools to transform themselves into high-performance learning organizations.

In short, Goals 2000 aims to build on the good work already begun in hundreds of communities across the country. It aims to unleash new reforms in communities and states now interested in helping their students reach high standards.

What follows are some ideas and suggestions for moving ahead. No recipes. No formulas. Just some things we've learned from people who are doing it.

How It Started

It began in Martinsburg, West Virginia with a presentation. After hearing about the idea of creating a "community strategy to reach the National Education Goals" at a conference in Washington, D.C., Bernice Collis, chair of the local chamber of commerce's education committee, suggested the idea to the chamber. They liked it, asked the school superintendent and school board to adopt the National Education Goals, and are working together to reach the Goals.

In Orrville, Ohio, the community effort started when the CEO of the J.M. Smucker Company, Tim Smucker, assembled a design team of educators and others because, as he puts it, "I wanted to make better jelly." In Murray, Utah, the community effort was born after Superintendent Ron Stephens heard about it at a meeting of other school superintendents.

It starts in as many ways as there are communities -- a citizen suggesting it to a state (or national) legislator, a former state board member approaching a local superintendent or school board. Often, it begins with someone who has the guts to stand up and say, "Our students aren't learning what they need to know and be able to do. What are we going to do about it?"

However they begin, most communities are building on what they already have going. Grand Junction already had a business-education partnership, so when the "challenge to reach the Goals" came from Governor Romer to communities across Colorado, Grand Junction expanded its partnership, inviting religious leaders, minority representatives, parents, and all other segments of the community.

What's the appeal? A businessman at a leadership workshop in Washington, D.C. explained it like this:

> "Dozens of partnerships, school-improvement and adopt-a-school efforts are already in place in our community. But they're not coordinated. The community challenge gives us a starting place for bringing all these pieces together around a common set of goals -- the National Education Goals -- so that all our efforts are pushing in the same direction."

Forming a Steering Committee

Steering committees generally form around a nucleus of respected, credible, and committed individuals -- people who make things happen. The *Goals 2000: Educate America Act* encourages the formation of such broad-based panels for school reform at the state and local levels.

"You need to identify champions," says Alyce Hill, Northeast Regional Director of Cities in Schools -- "people who will stick to it, and not just those at the highest level of power.... It doesn't have to be the mayor or superintendent, although you want their support. You really need a person who has a sense of the community, who's out there, who knows how to talk to people."

Most steering committees include members from at least six groups -- parents, business leaders, teachers and principals, political leaders of both parties, civic organizations, and the media. And most have taken care to make sure that they, as a committee, represent all groups who have a stake in the performance of their community's schools and students.

Omaha 2000's steering committee is a good example. Chaired by the publisher of the newspaper, it includes leaders and representatives of many segments of the community -- pastors and a rabbi, directors of job training and public housing, a retired chancellor of the medical center, the chamber of commerce president, police, career and community colleges, school board president, principals and teachers, general manager of a local TV station and president of the United Way, president of the local AFL-CIO, a president and a chancellor of universities, superintendents of public schools and Catholic schools, directors of social services and of public libraries, a PTA president, a state senator, executive director of a foundation, presidents of local businesses, and students.

Creating Task Forces

Most steering committees have created one task force for each Goal. Many have added other Goals and task forces -- on the arts, parent involvement, resource identification, and more.

When selecting individuals to serve on a task force, a steering committee may ask itself, "Who in our community knows the most about the issues and challenges we'll face in trying to reach each Goal? Who in our community has the expertise and knowledge about each Goal that we can build on? Who in our community can reach out to diverse groups?"

Having local experts on a Goal as members of task forces can enable the group to make headway quickly. Equally important to each task force are a few citizens who, while they may not have any particular expertise, are so committed to the Goal that they're willing to do much of the leg work in pulling together data and information from dozens of agencies, organizations, and meetings. Most task forces are finding that such information can help them answer key questions, such as:

- How are we *defining* each National Education Goal for our community?
- How will we *measure* where we are today in relation to each Goal, and our progress in the years ahead?
- What efforts and projects are *already under way* in our community that can help us move toward a particular Goal?
- What *additional efforts* are needed? What existing efforts need to be improved?
- Are the efforts comprehensive enough? Do they get at the heart of improving teaching and learning?

Finally, most steering committees are making sure that their task forces, like them, represent the entire community, all the key stakeholders in reaching the Goal.

Avoiding Turf Battles and Finger Pointing

Reaching the Goals will be a long journey for most communities. Most task forces and steering committees know they're going to hit potholes and roadblocks.

A crossroads came early for Fall River 2000 in Massachusetts, says Superintendent John Correiro. Community people were seen as a threat by school officials, because they were doing what the officials had been elected to do. Editorials in the newspaper helped break the logjam and enabled the two camps to join forces. The editorials were initiated by the editor and journalists who were involved as parents in Fall River 2000.

Most communities are careful not to get into the blame game, finger pointing, or "us vs. them" mindset. Cathie Zarlingo of Grand Junction points out that, in the past:

> "Parents or others in the community have said, '*Well, what are you going to do about this. You're the educators; you're the teachers.*' And educators say, '*Well, you should be doing something about it, too.*' What I like about this community-wide effort is that it brings us all together and we say, 'What are *we* going to do about it? Not you. Not me. We.'"

Practical suggestions for building trust and getting off on the right foot are offered in a new guidebook by the U.S. Departments of Health and Human Services and Education, *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services*. (See box below.)

Based on lessons learned from collaborative efforts to integrate services in communities, *Together We Can* offers suggestions that may be helpful to task forces and steering committees, suggestions that include:

Setting Ground Rules

Collaboratives need to decide:

- **Where, when, and how often will partners meet?**
- **How will partners share responsibility for organizing and leading the meetings?**
- **Who prepares and contributes to the agenda?**
- **What rules should guide the dialogue?**
- **Will partners make decisions by majority rule or consensus?**
- **What can partners do to ensure that decision-making occurs inside the group and not behind the scenes?**

- What happens if there is a problem or conflict?
- How will partners handle logistical arrangements?
- Under what circumstances should there be a third-party facilitator?

Landmines To Avoid

Waiting to convene a group until everyone is at the table. The enthusiasm of a wisely selected and enthusiastic core group can cool while others are being brought in. Do not waste time!

Not taking the time to involve key players who could easily block what the collaborative hopes to do. Whenever possible, try to make allies out of adversaries.

Allowing one partner to assume control of the group instead of establishing the expectation of shared leadership. Collaborative power grows when equals share authority and responsibility.

Allowing the media or political pressure to direct the collaborative's agenda.

Neglecting to reflect periodically on milestones and landmines.

To order *Together We Can*, send $11.00 by check or money order to Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. When ordering, specify stock #: 065-000-00563-8.

Defining Each Goal For Our Community, and Measuring Where We Are in Relation to Where We Want to Be

In most communities, each task force is taking the lead in defining what the National Education Goal means for its community, where the community stands today in relation to that Goal, and how it will measure progress in the years ahead.

Many task forces are drawing on the 21 objectives that were part of the 1990 National Education Goals agreement, and that are part of the *Goals 2000: Educate America Act*. (Please see the end of this paper.)

For Goal 1, Memphis is using "the percentage of its children meeting first grade screening requirements" as one indicator, or measure of progress. In its report, *Committing to Education: A Plan for Community Action*, Memphis 2000 tells that about 10 percent of the children entering first grade in Memphis City Schools were assigned to pre-first grade as a transition, because they were not prepared for first grade. Other indicators Memphis is using include the percentage of two-year-olds who have been immunized and the percentage of eligible children completing Head Start or Chapter 1 preschool programs.

The Rogers 2000 (Arkansas) Task Force on Goal 1 surveyed parents and interviewed daycare providers to help answer questions it sees as crucial for reaching Goal 1:

- What parenting skills do parents in Rogers have or lack? What about our teen mothers and other potentially at-risk families?
- What opportunities does our community provide for them and their children?
- What are the child-to-staff ratios, staff development opportunities, salaries, and other conditions in day care centers in Rogers?

The task force is making recommendations to its steering committee based on answers to these questions.

MEASURING PROGRESS: HOW ONE COMMUNITY IS DOING ITS REPORT CARD

The Lehigh Valley Report Card Task Force is looking at the education *system* -- collaboration of the entire community in the education process. It is focusing on "various sectors of the community, both customers of education as well as suppliers to education," says the chair of the task force, Janet Stainbrook.

The task force developed survey questions through a process involving people throughout the education system and community. It then mailed the surveys to nearly 9,000 individuals from seven stakeholder groups -- parents, teachers, students, school superintendents, higher education institutions, business and industry, and community organizations. A different questionnaire was mailed to each group, with up to 50 questions.

The surveys were tailored to concerns of each stakeholder group. Teachers were asked about adequacy of training and ongoing staff development, student completion of homework, parent support. Parents were asked how often they talk with teachers about their child's performance and what they do to help. Parents were also asked whether there were certain "learning resources" at home -- a dictionary, encyclopedia, newspaper, magazines, and books. Students were asked about homework -- how much they do and how often they do it. They were asked how often they're challenged or bored at school, how much they watch TV, how much they read for fun, how much time they spend at home alone without a parent or other adult, how often a parent or other adult asks them about what they're reading or how they're doing at school.

Some of the *same* questions were posed to each stakeholder group, to get each group's perception on key issues. All groups were asked, for instance, "Are students being adequately prepared for employment, citizenship, and the responsibilities of adulthood."

"Responses from the surveys will drive our report card," says Stainbrook. "The ensuing report card will provide a snapshot of the community's current perceptions of how well we are progressing on attaining our community's goals. We expect it to be a vehicle to get the community involved in our education system."

Stainbrook and other task force members will present their survey results to schools, parent groups, community organizations, and their stakeholder groups. The findings, she hopes, will spur these groups to redouble their efforts to "own responsibility for improving education and open lines of communication between groups."

Many communities are using the National Education Goals Panel's *Handbook for Local Goals Reports* in thinking about how to measure progress toward each Goal. The handbook also tells where communities may get additional information and ideas related to each Goal. (For a copy, call 1-800-USA-LEARN.)

If your community is thinking about surveying parents, teachers, and students, you may want to look at questions we have adapted from national surveys. Each of the nearly 50 questions includes the answer at the national level. (For examples, see box below.)

Questions for *parents* include:

How often do you (or another adult member of your family) *read* to your child? Every day, 2 - 3 times a week, once a week, less than once a week.

(Only 42% of all 3- to 5-year-olds are read to daily.)

Questions for *teachers* include:

How much *homework* do you assign, on average, per week?

(66% of 8th grade teachers assign 1 or 2 hours per week.)

Questions for *students* include:

How often have you *discussed with a parent* things you've studied in class? Not at all, 1 - 2 times, 3 times or more during the first six months of school.

(11% of 8th graders say not at all; 35% say only once or twice; 52% say three or more times.)

On a typical day during the week, how many hours do you *watch TV*?

(36% of 8th graders say they watch 3 - 4 hours or more.)

How much time do you usually spend on *homework* each day?

(62% of 12th graders in 1988 said they did less than 1 hour, or that they didn't do or weren't assigned homework.)

To get this collection of nearly 50 questions, call 1-800-USA-LEARN.

Taking Inventory -- What's Already Being Done in Your Community and State

Task forces are taking inventory of efforts already under way -- and sources of assistance in (or near) the community -- that can help the community move toward its goals.

The public broadcasting station in Pittsburgh, WQED, compiled a directory of such efforts and experts -- *The Six National Goals: A Directory of What's Happening in Southwestern Pennsylvania.* For each Goal, the directory lists organizations and contact persons, and describes what that organization is doing to help reach that Goal.

Omaha 2000's Resource Identification task force conducted a massive survey. Questionnaires were sent to Omaha's 20 public and private school districts, more than 900 small businesses, and 375 large businesses. In addition, over 500 social service agencies, hospitals, PTAs, religious organizations, colleges and trade schools, government agencies, and other organizations were surveyed.

The surveys revealed, among other things, that about 40 percent of Omaha's children are not adequately immunized at 2 years of age and that some 300 children are on waiting lists to get into Head Start programs. These and other survey results were presented in Omaha 2000's Preliminary Report. Additional results from the surveys are available to anyone in the community in a comprehensive database at the Omaha United Way office.

The Kingsport Region Educational Alliance (KREA) in Tennessee surveyed its four school systems, more than 150 civic and social organizations, and about 500 businesses to find out "where KREA is in education today," says Larry Munsey, Chair of KREA 2000. "In putting together the survey," says Munsey, "we didn't reinvent the wheel. We relied on surveys from other communities, such as Omaha, and tailored them to suit our own needs." Kingsport Chamber of Commerce staff tallied and presented the results to Goal task forces.

Cities in Schools -- a national, non-profit, dropout prevention organization -- suggests that when task forces begin doing their inventories, they may want to contact:

1. Public agencies, including...

Local public school system
Department of Human Services
Department of Public Health
Department of Alcohol and Drug Abuse Prevention
Department of Parks and Recreation
Employment Security Commission
Housing authority
Juvenile court
Department of Vocational Rehabilitation
Redevelopment Commission
Human Relations Department
Local libraries.

2. Private (voluntary) agencies, including...

Agricultural Extension
American Cancer Society
American Legion
American Red Cross
Big Brothers and Big Sisters
Boys and Girls Clubs
Boy and Girl Scouts
Catholic Charities
Children's Hospital
4-H
Drug and/or alcohol abuse centers
Head Start
Heart Association
Inter-Agency Youth Council
Legal services centers
Local community and youth centers
Local hot-lines for youth
Mental health centers
Parent-Teacher Associations
Planned Parenthood
Pregnancy crisis centers
Salvation Army
Services for the blind, deaf and disabled
The Junior League
YMCA and YWCA.

3. Existing education partnerships.

4. Major industries and businesses in the community and region.

Reprinted from *Building a Cities in Schools Program*, March 1989.

Deciding What Else Is Needed in Your Community and State

Finding out what's already being done makes it clear what *additional* efforts are needed.

After weighing results of its surveys, Omaha 2000 presented to the community a set of recommendations for reaching each Goal. Among its recommendations for meeting one of their *objectives* for Goal 1 -- ensuring that all children in Omaha have access to high-quality care and education -- Omaha 2000 then discussed options that include:

- preschool programs be provided in all its school districts.
- salaries for staff be commensurate with staff responsibility and performance.
- a system for linking schools with child care providers be created.

Rogers, Arkansas took a different tack. Through its survey, the Goal 1 task force found that the community's HIPPY program was doing a pretty good job of reaching many 4- to 6-year-olds. Not much, however, was being done for families with children under 4, so the task force is recommending the creation of Healthy Families America, a program begun in Hawaii that features home visits and support for families of 0- to 3-year-olds.

Acting Now

Many steering committees are not waiting until their final report to implement a good idea.

In Mississippi, Choctaw 2000 decided to go ahead with one of its ideas. Teachers were asked to create learning enrichment and reinforcement activities that parents and children could do together. As a result, 1700 of the Choctaw tribe's 6000 parents and children have checked out those activities, which include reading books to each other, listening to stories on tape, doing flash cards, and more.

Murray, Utah's task force on Goal 1 saw an immediate need for bringing all of its early childhood education efforts together under one roof. So it helped establish a child care center that will provide everything under one roof -- child screening and assessment, activities for handicapped children, classes for parents, offices for the local Head Start project, and more.

Not to be outdone, Murray 2000's task force on Goal 5 enlisted the help of churches in identifying adults who are under-employed. The community college will assess their skills, and these adults will take classes to improve their skills -- and get help finding new jobs.

The community inventory in Fredericksburg, Texas raised an issue: Fredericksburg had no community college. So the community made arrangements with Austin Community College, which now offers courses to some 200 Fredericksburg adults. Recommendations from Frederickburg 2000 led also to the creation of a mentoring program, after school care, a summer intern program, and more.

COMMUNICATING

Many communities have found that their efforts to reach the Goals have already made one important difference. People who weren't even talking to each other several years ago are now thinking, planning, and working together.

Communication is the fuel, the electricity -- the ingredient that must be in constant supply for a community to go forward. Most task forces and steering committees are working hard to provide a variety of forums to get their message out, and to bring suggestions *in*.

As Ginny Eager of "Forward in the Fifth" in Berea, Kentucky, says, "You have to listen to the people in the trenches. Don't just sit back and tell teachers and principals how they can do a better job. Ask them how you can help them do a better job."

In preparation for developing the initiatives in South Carolina's Education Improvement Act, forums were held around the state involving some 13,000 people. Trained discussion leaders summarized the findings and shared them with the state steering committees designing the reforms.

Community meetings in Omaha brought in a number of innovative ideas -- a hotline for all social service needs, a family resource center for coordinating all social services, and school facilities kept open more hours and more days.

Meetings, of course, are important to any community effort. Many communities organize some of their meetings before or after the Goals 2000 monthly satellite town meetings, which are downlinked at more than 2000 sites across the country, including hundreds of Wal-Mart stores.

How do you plan and run a good community meeting? Minnesota 2000 provides excellent suggestions in a section of its *Community Leader's Guide* titled "Planning a Community Meeting." This section is reprinted at the back of this paper.

To keep good ideas and new people coming into their effort, Orrville, Ohio's steering committee members go out into the community and make presentations to teachers, students, the Salvation Army, and other groups. Steering committees and task forces in some communities have made hundreds of presentations at community functions.

Alyce Hill, Northeast Regional Director of Cities in Schools, suggests that communities think about various ways of getting the word out. "You need to reach people wherever they are -- with flyers in the community centers or sermons from the pulpit."

USING NEWSPAPERS AND OTHER MEDIA

One theme runs throughout the advice we've heard from community activists: Use the newspaper and other media.

Every time the Kingsport Region Educational Alliance 2000 in Tennessee holds a meeting, the *Kingsport Times News* prints an announcement and issues to be discussed at the meeting. Afterward, the newspaper follows up with a piece on the outcome of the meeting.

In Kentucky, the Prichard Committee for Academic Excellence launched statewide ad campaigns using newspapers, TV, and other media. The campaigns were designed to enlist public support for the Kentucky Education Reform Act and to spur citizen involvement in local school committees, as required under the Act.

Some steering committees have written opinion pieces, articles, and letters for the local newspaper. For communities that want to write pieces for the newspaper but have no experience, we reprint at the end of this paper, compliments of Minnesota 2000, "Basics of Communications & Publicity."

Nevada 2000 Co-chair Ann Lynch suggests that communities "Get the media to buy in, don't just hand them press releases. They are part of the community, too." Many communities are doing that by recruiting the local newspaper publisher or editor, and other media leaders, to serve on their steering committee or a task force.

Having the newspaper editor on a task force, says Assistant Superintendent Evelyn Farmer of Fredericksburg 2000, is of enormous assistance. The steering committee can count on the paper printing whatever opinion pieces, invitations to meetings, or recommendations it needs to get out. A local radio station, KNAF, also does weekly interviews with educators, and the local cable TV station has been carrying spots on the community effort.

Chairing the steering committee of the Omaha 2000 is the publisher of the *Omaha World-Herald*, John Gottschalk. Activities of Omaha 2000 are reported in the newspaper, as well as on the radio and TV. A copy of Omaha 2000's 30-page "preliminary report" was distributed in the fall, via the *Omaha World-Herald*, to every household in the Omaha metropolitan area -- 200,000 copies in all.

Reporting Progress

Many communities see the newspaper and other media as vehicles for their report cards.

Some have gone beyond thinking of their report card as a once-a-year snapshot of where the community and students are in relation to the community's goals -- and whether "we did what we said we would do." In addition to their annual report card, many communities are issuing small, regular updates on progress.

The superintendent of Charlotte-Mecklenburg schools in North Carolina, John Murphy, does a monthly radio call-in show to keep the community up-to-date.

In South Carolina, a Business-Education Subcommittee was established to monitor progress and report to the public how reforms were progressing. Individuals that had attended earlier forums received periodic updates on progress and problems.

In Murray, Utah, each segment of the community is being asked to rate its own performance in helping reach the Goals. Businesses are being asked, for instance, about training opportunities they offer employees. The PTA is distributing a report card to parents, to see if parents are doing things at home to support children's learning. Church leaders and city agencies are also gathering information on how they are doing.

WHERE WE'RE GOING: RAISING EXPECTATIONS OF OUR STUDENTS AND OURSELVES

In its *Preliminary Report* to the community, Omaha 2000 wrote:

> "We begin with a very simple premise: Our children can learn more than our schools and parents expect of them."

National data support this view. Nearly half of America's 8th graders say they're *bored* half or most of the time they spend at school. Yet three-quarters of their parents believe that their 8th graders are *challenged and working hard* at school.

Who's right?

Most 12th graders say they read less than 11 pages a day, at school and at home, in textbooks and novels and other materials, for all classes combined. Most 12th graders admit that they do less than 1 hour of homework a day. (Their future international competitors do up to four times that much!)

One reason students don't work hard at learning is that, as far as they can tell, it doesn't matter. Our teenagers can find a college somewhere that will accept them no matter how poorly they do in high school. And if they're not headed for college, why worry? Not even one in five employers looks at high school transcripts anyway.

It's difficult for American colleges and employers to hold students accountable for their academic performance because we, as a society, have not been clear about what we expect. Unlike other advanced nations, we have not defined what we want all students to know and be able to do.

Last month, President Clinton announced a bold vision to change that, the *Goals 2000: Educate America Act*. It is a vision where voluntary, internationally competitive standards drive changes in everything -- curricula, instructional materials and practices, teacher learning, student assessment, use of technology, involvement of parents and the community, school governance and management, and more.

FORMING A PARTNERSHIP WITH YOUR STATE

It wouldn't make sense for communities to go off by themselves and create their own standards from scratch, especially if they're to be *internationally competitive* standards.

That's why Goals 2000 encourages partnerships between states, communities, and the federal government -- partnerships to develop high standards for all students, partnerships that will bring about system-wide support for all schools to help all students reach those standards.

Under the *Goals 2000: Educate America Act*, a state panel of teachers, principals, parents, and others, including the governor and chief state school officer, would develop a standards-driven reform plan for the state. This state reform plan would build on outstanding community efforts. The Goals 2000 Act would also provide financial support for the hard work of standards-driven reform that only communities can do. In fact, the lion's share of support would go to the community level, for developing and implementing reform plans for individual schools and local school systems. (For a Fact Sheet on the *Goals 2000: Educate America Act*, call 1-800-USA-LEARN.)

> Many state and local reform plans will probably draw on national efforts to define what all students need to know and be able to do in seven subject areas -- science, history, geography, civics, the arts, English, and foreign languages.
>
> For information about national standards development efforts -- as well as information on the math standards already available from the National Council of Teachers of Mathematics -- see the background paper from last month's satellite town meeting, "Building Bridges from School to Work," pages 36-37. For documents you can use now to discuss what all students need to know and be able to do, see pages 38-44 of "Building Bridges from School to Work." If you don't have that paper, or if you want more information, call 1-800-USA-LEARN.

Many states are providing tools to assist communities. Minnesota 2000 offers a *Community Leader's Guide*, a speakers bureau (by region), a hotline, and a video featuring key themes of Minnesota 2000. North Carolina, Ohio, Georgia, and other states offer discussion guides and other "how-to" materials for communities. Many governors and state departments of education have a staff person working with communities.

Nevada 2000 Co-chairs Ann Lynch and Sandy Miller have barnstormed the state, meeting with editorial boards of local daily newspapers. They've enlisted the help of a local cable television company and two TV stations. And they've arranged for an unprecedented event: In September, communities across the state will participate in Nevada 2000's own statewide satellite town meeting.

Many community efforts already have strong state-level relationships. Fall River 2000 has worked closely with the Massachusetts Department of Education and the governor's office. Tim Smucker, leader of Orrville's Education Community Committee, has been involved with the Ohio state superintendent and governor's office in developing academic standards. San Antonio, Omaha, and many other communities have strong ties to state-level efforts.

If your community doesn't yet have a relationship with state-level officials, what can you do?

- Contact legislators, the governor's office, the state department of education, the state board of education, and other state-level groups having a stake in education. Let them know about your community's vision and efforts thus far. Offer to participate in developing the state Goals 2000 plan.

- Assemble a coalition of communities rallying around the Goals. *Together We Can* points out that "States are more likely to respond to a coalition...that speaks in a single voice about the needs of children and families than to disparate demands from localities spread across the state. Coalitions can influence state policy and serve as a network through which people can share information and solve common problems."

By reaching out to state leaders and other communities, your community can help launch a statewide partnership to spur all communities to get organized to get moving toward the Goals and high standards for all students.

Each community featured in this paper organized in its own way -- according to its own needs and resources. But almost all of them found it necessary to do the following:

- Identify key individuals in the community, "champions" who have the leadership, energy, and perseverance to get things done -- and the vision to imagine how the National Education Goals can be reached in their community.

- Organize those individuals into a steering committee. Then subdivide into task forces to begin looking at specific issues around particular Goals.

- Define the community's goals, where it stands in relation to those goals, and ways to measure progress.

- Begin developing answers to the "standards question": What do they want all students in their community to know and be able to do?

- Establish strong relationships with local, state, and national efforts -- public and private -- to make sure their community effort has all the support it'll need to reach the Goals and help all their children reach high standards.

What follows are a few brief stories about communities that are moving toward the Goals -- how they got started, steps they've taken, and where they are today.

After these community stories, we are pleased to present:

- An introductory letter to Edmonds 2000, from Superintendent Brian Benzel.
- Contacts -- individuals and communities mentioned in this background paper.
- "Planning a Community Meeting," from Minnesota 2000.
- "Basics of Communications & Publicity," from Minnesota 2000.
- The National Education Goals and 21 Objectives.

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BOULDER VALLEY 2000

Some 350 people showed up that June night in 1991 at the University of Colorado. It was the night of the statewide teleconference with Governor Romer. And it was the beginning of Boulder Valley 2000.

Boulder Valley 2000 was formed as a kind of "confederation" of five larger cities, plus smaller communities in the Boulder Valley area. Its steering committee serves as an umbrella organization for coordinating efforts of the various communities, while encouraging each to pursue the Goals in its own way.

The five larger cities each created its own task force for each of the Goals. Some of the smaller, mountain communities attend task force meetings of the city nearest them. In all, 30 small groups set out to answer four questions:

- Why is this Goal important?
- What do we already have in our community that addresses this Goal?
- What obstacles are in the way of achieving this Goal?
- Who else in the community do we need to involve to achieve this Goal?

A steering committee with representatives from various sectors and of all the communities identified commonalities and differences among the cities. The committee looked at the cities' resources and needs. It reviewed the task forces' answers to the four questions. Then it put together a report and plan. Each city would meet regularly to focus on just two Goals. Communities would then learn from each other and gradually expand their efforts to include the other Goals.

Boulder took up Goal 3. It encouraged teachers from an elementary school to attend a summer workshop, so they could learn about the math standards developed by the National Council of Teachers of Mathematics. When the teachers returned, they developed what they call MATH PAKS -- Math At Home for Parents And Kids. McDonalds provided empty lunch boxes to house the kits, as well as a place (and food) for two evening sessions where parents, teachers, and children experimented with the MATH PAKS. Supplies for kits were paid for by a local corporation. Now, students take a different PAK home to do with parents each week.

The mountain town of Nederland, working on Goal 1, hosted a "Night of the Young Child." Social service agencies and organizations set up their own tables at the event and talked with parents. At one table, for instance, parents could hear a county nurse describing the various immunizations children need. At another table, parents could ask a teacher questions about Head Start.

Broomfield combined its efforts on Goals 1 and 5 by putting together "Begin with Books" -- tips for reading to young children, plus a list of parenting books and picture books. This pamphlet was sent out to parenting classes, clinics, and hospitals throughout the Valley. Broomefield also brought in a well-known storyteller to read to preschoolers and to give parents pointers as he read.

Illiteracy had never been seen as a major problem in Boulder Valley. But information brought to light at Boulder Valley 2000 meetings (by Project Read) made it clear that several thousand adults in the county were illiterate or semi-literate. Local librarians are working on this problem by training volunteers to help under-literate adults one-on-one.

Lafayette and Louisville communities took up Goal 6. They held public meetings -- in which city council members participated -- to look at the effect of rapid growth on schools, the communities, and youngsters.

All five cities joined forces to compile a resource book describing the various services and activities in Boulder Valley available to families -- art activities, civic organizations, schools and preschools, social services, Head Start, churches and synagogues, parks and recreation areas. The book also includes a section on services for kids with special needs -- eyeglasses, infant carseats for parents who can't afford them, and more. Public Service Company of Colorado paid for printing the book and distributing it to every school in Boulder Valley. As Phyllis Perry, Project Director of Boulder Valley 2000, puts it, "Even though we meet separately, when there is a common concern, members from each community pull together. A lot of the time its just a matter of networking services -- not necessarily creating them -- so that everyone knows they are already available."

The *Daily Camera*, Boulder Valley's major newspaper, printed posters and ran a full-page ad listing the Goals and encouraging people to get involved. It also gave Perry a voice mailbox at the newspaper, so people can call for further information. McDonald's printed the Goals and Perry's voice-mail number on a card that was placed on every food tray for a month. The card also encouraged people to get involved. King Soopers printed a million plastic grocery bags on which it listed the Goals, encouraged people to get involved, and included voice-mail numbers of Perry and the Governor's contact person.

With help from the Boulder Valley Superintendent Dean Damon, the Governor's office (which coordinates state and regional conferences), and local corporations like IBM and Synergen, it's just a matter of time before the unique flavorings of each community blend together in such a way that they can achieve the Goals.

To those organizing a community effort, Perry counsels patience and optimism. "The reason these are *Goals* is that they are not easy to attain. And the reason this movement is called Goals 2000 is that we are going to have to work for *years* to achieve them."

As for the Goals themselves, Perry says, "They provide a common language, a common framework around which different communities can talk about education. That holds true for communities in this Valley, this State, and this Nation."

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MURRAY 2000

When he heard at a superintendent's meeting that the governor's aide would be announcing a new community effort to improve education, Superintendent Ron Stephens "saw it as an opportunity to get his community involved."

He talked with his school board, and together they established a steering committee of teachers, PTA members, business leaders, city representatives, senior citizens, church leaders, and others. Eighty people attended the first steering committee meeting.

Each meeting since that initial one has been hosted by a different segment of Murray. One was held at a hospital, another was put on by the PTA. Church leaders, business people, city officials, and educators have all sponsored a meeting.

Task forces have defined the Goals and have begun working on them, while reporting to the Steering Committee. The Goal 1 task force, for instance, announced plans to establish an Early Child Care Center. Scheduled to open in this fall, the Center facilities will include not only day care, but preschool activities for handicapped children, classes on parenting, and local Head Start offices.

Not to be outdone, the Goal 5 Task Force announced its ideas to help under-employed workers. Several churches are rounding up help in identifying workers interested in having their skills assessed at the local community college. Those workers may then take courses to beef up their skills and get assistance in finding new jobs.

Involvement extends beyond task force members. A Little League coach, for instance, is keeping track of players' grades and encouraging them to work harder to improve those grades. Each segment of the community is being asked to rate itself on its performance in helping with the Goals. Businesses, for example, have been asked if they train employees to meet future needs. The PTA distributes a parents report card. Church leaders and city officials also distribute report cards, the results of which will help guide Murray's efforts to reach the Goals.

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CHOCTAW 2000

The Mississippi Band of Choctaw Indians was already addressing dropout, teen pregnancy, elderly care, and other issues. But when materials arrived in the mail about a "community wide effort to reach the Goals," Willa Brantley and Chief Phillip Martin sensed the possibilities. The Goals could be a way to address a range of educational problems facing tribes across the U.S. So they gathered ideas about how to get started and then launched Choctaw 2000.

Meetings were held in community centers at each of the Choctaw nation's eight reservations. The Goals were introduced and suggestions were sought from the community. Community members were encouraged to join a group working on a Goal of interest to them. Regular town meetings were held to stir support for the Goals.

The Mississippi Band of Choctaw Indians added three goals -- on parent involvement, health issues, and cultural arts. It is also emphasizing the need to raise education standards, make schools more relevant, improve the transition from school to work, decrease teen pregnancies, and find alternatives to regular schooling.

There was no waiting for the complete plan. All the tribal education providers, from early childhood to the elderly, began searching for ways their programs could push toward these goals.

Perhaps the most successful project at Choctaw is the Community School Parent Center, which works like a library and a parent training center. Students can check out educational games, books, cassette tapes, study aids, and more. Parents can get training on how to use these materials at home with their children. Tutoring is offered for children, and classes in parenting skills are available for parents. Since November, nearly 1700 people have visited the center.

What has been the biggest challenge? "Maintaining the momentum," says teacher and program specialist Carrie Alford. After the kickoff, there was a lull. Alford was hired to rekindle enthusiasm and keep community involvement going. Scheduling community meetings, writing a newspaper column on issues related to the Goals, and editing a quarterly newsletter are some of the ways she is keeping the Goals in front of the public. A recent project was the creation of big pictures of activities related to the Goals. These pictures will be rotated among the community centers.

What advice does Alford offer communities just getting started? "Begin with grassroots support and get parental involvement," she says. "You can't include people at a *later* point and achieve the same feeling of ownership."

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METRO RICHMOND 2000

Reaching the Goals is hard work for any community. But the creators of Metro Richmond 2000 set for themselves a particularly daunting challenge: organizing the city and the five surrounding counties. How the needs of Richmond's urban and suburban schools will be balanced -- and how the effort will be coordinated among six different superintendents, school boards, and jurisdictional governments -- is a story that is still unfolding.

It began in the summer of 1991, when the leadership of the local chamber of commerce's education committee changed hands. The new director was looking for a way to make a bigger impact on the problems of the local schools.

About that time the committee learned about the National Education Goals and decided that, rather than go it alone, the chamber would lend its resources to a community-wide strategy. Financial support also came from numerous corporations through the Metropolitan Foundation. A few months later, Metro Richmond 2000 was kicked off at a high school in Henrico County, with 700 citizens participating.

Because of the community's diversity, a 125-member steering committee was created, led by four co-chairs, including Jeannie Baliles, a former First Lady of Virginia. This large committee divided into some 14 smaller groups, including teams for each Goal and task forces on issues such as curriculum, school structure, and media.

The media task force was fortunate to discover a local television network affiliate, WRIC, that had already decided to become an "education station." So it struck up a relationship with WRIC, which gave Metro Richmond 2000 plenty of media coverage for its various panels, community forums, and quarterly meetings.

The "community-wide approach" was not entirely new to Richmond. Its Mathematics and Science Center has been providing an array of innovative programs for the community since 1966 -- training for teachers, Saturday classes for kids and parents, a technology club that gets students familiar with computers and telecommunications devices, and a special math and science summer school.

Now, after nearly a year and a half of meetings and panels to build consensus and gather facts, Executive Director Mary McGee says Metro Richmond is ready to issue a status report to the community. It will include a progress report from each of the goal committees and will recommend some changes for the structure of Metro Richmond 2000.

What's the biggest challenge METRO RICHMOND 2000 faced? "Multiple school divisions with diversified populations & needs," says McGee. "And we haven't completely solved it yet."

"Our biggest problem," she explains, "may have been that we came together too fast, without garnering the support of the city government and the board of supervisors in each county, and, likewise, the support of all the various school boards and school administrations. We needed a better mix of professional educators and community people on our committees and task forces."

In the future, when it comes time to implement specific recommendations, McGee says, "Advocacy will be localized, so that stakeholders from individual jurisdictions will be the ones preaching the sermon."

Her advice to communities just starting out? "Take time putting your plan together. Make sure that your process involves *all* the stakeholders, and that the strategy you create is acceptable to them all."

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NEVADA 2000

When a former national PTA president, Ann Lynch, teamed up with the governor's wife, Sandy Miller, to co-chair Nevada 2000, they both knew it they would require a truly *statewide* approach.

"In Nevada, city-by-city just doesn't work," Lynch says. "What you need is a statewide organization." One reason is that Nevada's population is small and widely dispersed across the state, with only 17 school districts, one for each county.

Another reason is that, when they looked at the National Education Goals, "We couldn't find a single one that wasn't being worked on by at least three groups in the state," remembers Lynch. "We said, 'We know you're out there -- come join us.'"

The idea was, from the beginning, to make the most of individual expertise -- hook promising efforts together in a statewide network, where they could share their ideas and expertise with towns and cities across the state. "Whether it's the Chamber of Commerce or Cities in Schools," says Lynch, "the secret to success is to find out who's out there and ask them to be *your* people."

The first step was a day-long kickoff meeting at the governor's mansion in Carson City for 150 educators, elected officials, and business and community leaders. Participants filled out a brief survey that asked basic questions about education in Nevada -- What needs to be done? What's being done already? And what will *you* do? From those participants, a steering committee was formed, with a representative for each of the 17 counties and school districts.

Nevada 2000 organizers followed up the kickoff with a massive outreach effort that included mass mailings, direct contacts with all PTAs and other groups, and a media blitz. The aim was to enlist a local organization from each county, as well as statewide experts.

Using survey data, Nevada 2000 further refined its mission. Six goals were added to the National Education Goals -- goals on parental involvement, foreign languages, physical education, civics, vocational and occupational education, and the arts. Lead people for all 12

goals serve on the steering committee with the 17 county representatives. As a result, Nevada 2000 provides a structure for individuals and organizations working on similar issues to talk with each other across town and county lines.

In September, with the help of a local cable television company and two TV stations, Nevada 2000 will sponsor a statewide satellite town meeting linking local committee members in all 17 counties. From this meeting, co-chairs Miller and Lynch plan to publish a status report as well as benchmarks and statistical information that will comprise Nevada 2000's first report card.

The toughest part, admits Lynch has been mobilizing citizen involvement -- convincing people of the need to get involved in the crusade. To remedy this, Nevada 2000 has used an intensive media campaign. Early on in the process, co-chairs Miller and Lynch contacted or met with the editorial boards of daily newspapers in each of the 17 counties. They've also enlisted the support of the state's biggest cable and broadcast TV outlets.

Part of this success has derived from getting media representatives to join the local and statewide committees. "Get them to buy in, don't just hand them press releases," says Lynch. "They are part of the community, too."

Nevada 2000's first year has been largely devoted to creating this statewide organization. "We feel we're just now getting operational," Lynch says. "We're not yet to the point of implementing. It's a larger task than one year."

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FREDERICKSBURG 2000

The little town of Fredericksburg, Texas (population: 7,000) has big dreams: Readiness programs for the youngest children. School facilities designed to give students the best instruction. Lifelong learning for its adult citizens. Their entire community reaching the National Education Goals by the year 2000.

It all started with John Shields, a former member of the state board of education. Shields saw the National Education Goals as a good foundation for both improving the schools and bringing the community together, so he suggested to a local school board member, Eleanor Ottmer, that participating in the goals project would be a good idea. As a result, the superintendent of Fredericksburg Independent School District arranged a meeting with 25 other local leaders. That group, which became the Fredericksburg 2000 steering committee, agreed to adopt the National Education Goals, plus one of their own. To address the needs of their aging school buildings -- some of which were built in the 1800s -- Fredericksburg 2000 made their seventh goal "building facilities to adequately meet the needs of educating children."

After the initial goal-setting meeting, Superintendent John Walch wrote a column for the local newspaper in which he asked for community support for task forces to address each goal. Those groups began meeting in early 1992 with a roster that included the executive vice president of the local chamber of commerce, a municipal court judge, a local law enforcement officer, the newspaper editor, and a number of school district officials.

Task force chairs were especially helpful in conducting an inventory of what was already being done to help Fredericksburg reach its goals. A law enforcement official, for instance, pulled together statistics on drugs and violence in schools; the director of adult and community education provided an analysis of what the community was doing to meet the learning needs of adults.

The task force on lifelong learning noted that the lack of a community college in Fredericksburg limited adults' opportunity for continuing education. The group then surveyed the town's adults on their learning needs and established a partnership with nearby Austin Community College to offer the courses.

Including the editor of the *Fredericksburg Standard-Radio Post* on one of the task forces has proved to be of enormous assistance. Fredericksburg 2000 activists have had the opportunity to run editorials and publish reports on meetings, committee recommendations and findings. The group has also taken advantage of free media provided by a radio station that gives weekly interviews with members of the school system and by running spots on the local cable television station.

Fredericksburg 2000's leaders can already claim substantial progress. Among their accomplishments: passage of a bond issue that will permit the construction of a new elementary school by fall 1994, the creation of lifelong learning opportunities for some 200 adults who take courses at the community college or high school extension center, an academic boosters program that offers rewards and recognition to students for high achievement, summer intern programs, after-school day care, an alternative school for dropouts, and more.

Fredericksburg is also creating a report card that measures community progress towards the Goals. A detailed report is presented to the School Board at regular intervals.

What advice would they give other communities? Assistant Superintendent Evelyn Farmer says don't be afraid to aim high. "Don't underestimate what your community can and cannot achieve," she said. "We did when it was time to establish our task forces. We were afraid the community wouldn't turn out. Instead, they came in record numbers and all who committed are still with us."

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Dr. Brian L. Benzel
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June 1992

FROM THE SUPERINTENDENT

Do we have as much sense as a goose?

Geese fly in a V formation because, as each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in V formation, the whole flock adds at least 71% greater flying range than if each bird flew alone.

Edmonds 2000 is an ongoing process to extend and personalize strategic thinking into strategic action to achieve the Nation's goals for excellence. We can go further and easier by traveling on the lift of one another and by sharing a common direction and a sense of community.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lift. Our challenge is to create the kind of organization where the environment provides drag whenever one of us flies out of the formation essential to our mission.

Geese honk from behind to encourage those up front to keep up their speed. Tell us your thoughts. If we up front are not setting a proper pace, give us a honk! We will either get out of your way or speed up.

When one goose gets tired, he rotates back in the wing and another goose flies point. So, let's take turns flying up front. This document and strategic planning is meant to be an invitation for you to create your own flock of geese....or learning organization.

Finally, when the goose gets sick or is wounded by gunshot and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead. They then catch up with their group. If we can build this kind of commitment to each other we will be successful in our mission. If we have the sense of a goose, we will fly together and stand by each other like that.

This booklet describes our goose story vision for the Edmonds School District as a learning community. We are working toward a shared vision in ways which give us all the energy to continue so that we create a better place to work and learn and so that we are a learning organization. We call this combined effort Edmonds 2000.

Some might say these geese are silly. I think we have more sense than a goose. Our actions are demonstrating that belief. Please join our "formation."

Sincerely,

Brian L. Benzel
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PLANNING A COMMUNITY MEETING

GOALS

The goals of a Community Meeting are simple and straightforward:

1. Bring together a cross-section of the community to discuss education.

2. Develop a common understanding of how the education opportunities of that community stack up against the national and state education goals. Answer the questions "where are we now?" and "where do we want to be by the year 2000?".

3. Adopt an education goal or goals for the community (review the National Education Goals and the MINNESOTA 2000 goals for examples).

4. Develop an action plan for work towards meeting the goals set by the community.

5. Develop a method of measuring progress toward achieving the community education goals.

PRE-MEETING PLANNING

Much of the work which will make the MINNESOTA 2000 community meeting in your community a success is the work that is done prior to the meeting itself. The following are the critical pieces of work which must occur before the meeting.

ESTABLISH A MEETING AND DATE AND SITE: You, and the group working with you, probably have a good idea of the best places and times for a community meeting. It would be wise to contact a few key groups who sponsor many community events to check their schedules. These groups might include the chamber of commerce, a community or civic center, libraries, churches, local service groups, and the school district. It is not necessary that these meetings take place in a school. A good site will have a comfortable meeting room where smaller groups can meet either in adjoining rooms or in circles within the large room. If an auditorium-style or fixed-seating room is used for the meeting, you will need some smaller rooms to use for the small group goal sessions. You should confirm your site arrangement as well as any special needs (video screens, TVs with VCRs, microphones, etc.) in advance of the meeting.

REPORT YOUR MEETING DATE TO MINNESOTA 2000: Once you have set your meeting date, please report your meeting date, time and place to the MINNESOTA 2000 office at (612) 296-2822. Staff will keep a list of all scheduled community meetings.

DETERMINE THE KEY PARTICIPANTS: Some of this work you've already done in determining who can help (see page 14) with the MINNESOTA 2000 planning in your community. You'll need to identify and recruit those who can serve as meeting facilitators and small group leaders soon. If they can be incorporated into the planning of the meeting, their contribution to the meeting process will be greatly enhanced. In addition to identifying the facilitators and leaders, you'll need to identify who else you'll target to attend the meeting. This net should be cast far and wide. The section on community organizing in this handbook (pages 49-50) may be of some assistance in identifying groups and individuals to invite.

IDENTIFY KEY PUBLICITY AVENUES: Publicity for MINNESOTA 2000 and the MINNESOTA 2000 community meeting is crucial for success. The section on communications and publicity provides many tools for getting the word out about the MINNESOTA 2000 community meeting in your community.

DEVELOP MEETING MATERIALS: The community meeting will be greatly enhanced by carefully identifying and preparing the materials which will help the meeting flow. The section below on meeting materials (page 61) provides many of the tools which will be necessary for the community meeting.

MEETING PROGRAM

The program for the kick-off meeting can be as elaborate or as simple as needed to accomplish the goals for the meeting listed above. The agenda should be straightforward and cover the points listed in the meeting goals. A sample agenda is listed below.

SAMPLE AGENDA—MINNESOTA 2000 COMMUNITY MEETING

I. **INTRODUCTIONS**
This would include introductions of those who are leading the meeting, special guests, and those who have helped organize the community meeting. If your community meeting is small, you may also want to have everyone in attendance introduce themselves.

II. **MINNESOTA 2000: AN OVERVIEW**
The facilitator of the meeting would provide a brief overview of MINNESOTA 2000 with perhaps some comments on why she or he decided to get involved in the project in your community. This is a good place to show the MINNESOTA 2000 video if that is possible. This section should end with a quick overview of the two tracks of Minnesota 2000, the goals of the meeting, and a review of the agenda.

III. **COMMUNITY REVIEW OF GOALS (SECTIONS)**
In this part of the meeting, the MINNESOTA 2000 goals will be presented (with hard copies as handouts). Once the six goals are read, attendees will be asked to turn to the six or eight people surrounding them and discuss the question "What do these goals mean in our community?" This should take no more than 15

minutes. At the end of the time, the facilitator will ask for a couple of key points about each goal. The goal of this part of the meeting is to provide some time for reflecting on the goals prior to the prioritizing discussion.

IV. PRIORITIZING DISCUSSION

This portion of the meeting is suggested to decide which goals are most important to your community and to identify additional goals. Here the meeting facilitator could read the goals one by one and ask for brief comments which help establish importance of the goal. The goal is to help the group prioritize the goals. Depending on the size of the group, certain processes for determining the priority of each goal could be used. The final portion of the discussion should be focused on the addition of any other goals. The end result should be a list of community education goals.

V. COMMUNITY REVIEW OF GOALS IN SMALL GROUPS

In this portion of the meeting the group should be divided into smaller groups—one for each of the goals the whole group identifies in the last portion of the meeting. If your community identifies only one goal as a priority, it may still be helpful to divide into two groups and focus on the same goal. It may be helpful to identify leaders for each of the small groups ahead of time. In addition, it would be helpful to organize each group so that each has a mix of people from the community. These small groups will make any necessary revisions in the goal(s) and then brainstorm about what the community could do to better meet the needs identified in the goal. Ideas for potential community activities, listed in this handbook, should be used in this portion of the meeting. The product of this group would be the beginnings of a community action plan and methods to measure progress toward the community education goals. (see pages 43-48 for activity ideas related to each goal)

VI. REVIEW OF COMMUNITY GOALS & ACTION PLANS

Each group will appoint a spokesperson to quickly report their assessment of the relevance of the goal to your community. This section should go quickly and focus on the key questions and the highlights of the action plan.

VII. ADOPTION OF GOALS & COMMUNITY ACTION PLANS

Here the meeting facilitator asks for a motion to formally adopt the goals and action plans.

VIII. ESTABLISH COMMITMENT

Ask each citizen for their pledge to work toward the goals established and ask for volunteers to lead task forces or goal groups (it may be wise to identify some key individuals ahead of time). Have a system for interested citizens to identify which goal they wish to work on, how they think they might help, and how they can be reached for additional meetings and events (a sample sign-up form is found on page 58).

IX. ADJOURNMENT

MEETING PROCESS

The process used in community meetings is critical. This meeting is the place where citizens become excited about the change they can make happen. The process needs to be one which both inspires individuals and mobilizes groups. The best meeting will be those where individuals come together in active dialogue and not one where "talking heads" deliver the tired message that schools are broken.

Given that th program needs to both inspire and allow for substantial interaction between the citizens attending, a facilitator is necessary. This person needs to be able to lead a meeting, provide compelling commentary, maintain a balance between differing points of view, and keep a discussion on track. The facilitator may be the community organizer but that is not necessary. It is also not necessary that the facilitator be a well-known citizen or an elected official or connected to education. What is important is that the facilitator have the "stage presence" necessary to engage the audience and the ability to carry that excitement through the meeting.

If your community follows the sample agenda provided or a modified version of it, your initial meeting will also need small group leaders. These leaders are individuals who can help groups focus on particular goals and community-specific facets of that goal. These leaders can also help groups craft action plans as community priorities are established. Below are some questions these group leaders might employ during these sessions.

GROUP LEADER QUESTIONS

This portion of the meeting will help the community identify its most important goals.

1. Why is this goal important in our community?
2. How would we define this goal in terms of our community?
3. What are we doing in our community to accomplish this goal?
4. What's not happening? What are the gaps between where we are and where we want to be?
5. Where would our community rank on a scale from one to ten on meeting this goal?
   10=currently meet or exceed goal
   1=need considerable work to meet the goal
6. Where would this goal fall in a ranking of the goals in this community?
   6=most important
   1=least important
7. What do we need to address these needs?
8. What resources do we have in our community to address this goal?
9. What else do we need in our community or statewide to accomplish this goal?
10. Who else needs to be on our goal team?
11. What are our immediate next steps?

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SMALL GROUP LEADER HANDOUT

Thanks for agreeing to be a small group leader at our MINNESOTA 2000 Community Meeting. Your goal as a group leader has two parts:

1) Lead a discussion about a particular MINNESOTA 2000 goal

2) Help a group draft an initial action plan related to the community's chosen goal

Below are some basic rules for the facilitator:

1) Be careful not to put too many of your ideas in the process. Instead focus on helping others clarify theirs.

2) Help make sure that everyone has a chance to participate.

   ♦ This may mean specifically asking questions of group members who have not given input to draw out their ideas (e.g. "What do you think we should do in this area?" or "What are your ideas on this goal?") It may also mean asking individuals from different cultures or minority groups if the questions should be asked in a different way or if there is a different reality in their community.

   ♦ This may mean setting up some ground rules so that the conversation is not dominated by a few (e.g. "To make sure that everyone has a chance to participate, I would like to suggest that we operate under the rule that group members should be limited to one idea at a time to make sure that everyone has a chance to present their ideas").

3) Stress the following points:

   ♦ All ideas are important

   ♦ We are to discuss the goals

   ♦ Participants represent themselves, not a group

4) Try to stimulate creativity. This will be easier if you have a good idea about the goal you are working on.

5) Use follow-up questions like, "Tell us more," "Can you expand on that?" "Do you know any specific examples?"

The following questions are those suggested for the meeting portion you are leading. You should have some way to record the ideas of your group, preferably on large newsprint so people can build on other's ideas. You may want to choose a recorder from the group. Each group will be asked for a brief report as the whole meeting reconvenes. Your group should identify a spokesperson for the group who can give the report. Each report should consist of the answers to the questions listed here.

GROUP LEADER QUESTIONS

This portion of the meeting will help refine the community education goals, develop an action plan for that goal, and identify a method for measuring progress toward that goal.

1. Why is this goal important in our community?

2. How would we define this goal in terms of our community?

3. What are we doing in our community to accomplish this goal?

4. What's not happening? What are the gaps between where we are and where we want to be?

5. Where would our community rank on a scale from one to ten on meeting this goal?
   10=currently meet or exceed goal
   1=need considerable work to meet the goal

6. Where would this goal fall in a ranking of the goals in this community?
   6=most important
   1=least important

7. What do we need to address these needs?

8. What resources do we have in our community to address this goal?

9. What else do we need in our community or statewide to accomplish this goal?

10. Who else needs to be on our goal team?

11. What are our immediate next steps?

WORKSHEET FOR SMALL GROUP SESSION

Group Leader _____

Goal Discussed _____

This worksheet can help in presenting the group's conclusions about the importance of this goal to the community, ideas about an action plan for the goal, and methods for measuring progress toward the goal.

1. This goal is important in our community because...

2. The goal needs to be revised in the following ways to fit our community...

3. Key activities we already have working on this goal include...

4. What are the gaps between where we are and where we want to be?

5. Our community ranks a _____ on a scale from one to ten in meeting this goal.
   10=currently meet or exceed goal 1=need considerable work to meet the goal

6. This goal ranks a _____ on a scale from one to six in relation to the other goals.
   6=most important 1=least important

7. We can address these needs by...

8. The following resources currently relate to this goal. They need to connected or enhanced in the following ways...

9. The following ideas may help the community reach this goal...

10. The following groups or individuals need to work on this goal team...

11. Our suggested immediate next steps are...

12. We can measure our progress toward this goal by...

GOAL GROUP SIGN-UP SHEET

GOAL_____

I am interested in helping work on activities related to this goal and helping plan how our community can reach this goal.

1) _____
name *address* *phone*

2) _____
name *address* *phone*

3) _____
name *address* *phone*

4) _____
name *address* *phone*

5) _____
name *address* *phone*

6) _____
name *address* *phone*

7) _____
name *address* *phone*

8) _____
name *address* *phone*

9) _____
name *address* *phone*

10) _____
name *address* *phone*

11) _____
name *address* *phone*

12) _____
name *address* *phone*

13) _____
name *address* *phone*

14) _____
name *address* *phone*

15) _____
name *address* *phone*

MEETING CHECKLIST

The following checklist will help organize your meeting planning and ensure details aren't forgotten.

MID TO LATE MARCH 1992

- ____ Identify target audience and estimate number of potential attendees
- ____ Set date and time for community meeting
- ____ Determine local facility for meeting
  - large meeting room
  - smaller break-out rooms or flexible seating in large room
- ____ Arrange necessary equipment for meeting
  - ____ microphone
  - ____ video monitors (VCR & TV, projection TV system, etc)
  - ____ tables and chairs necessary for check-in, nametags, etc.
  - ____ large tablets of paper or blackboards for group notes
  - ____ refreshments
- ____ Organize publicity
  - ____ newspaper ads
  - ____ press releases
  - ____ radio spots & notices
  - ____ TV spots or local cable access notices
  - ____ posters
    - schools
    - churches
    - local businesses
    - offices
    - hospitals
    - libraries
    - restaurants
    - other
  - ____ church bulletin notices
  - ____ employee communication newsletters/bulletin boards
  - ____ school district newsletter
  - ____ word-of-mouth campaign
  - ____ other
- ____ Establish program and agenda
  - ____ identify facilitator
  - ____ identify small group leaders
  - ____ establish time to review their roles
- ____ Identify potential costs
- ____ Request in-kind support for meeting

EARLY APRIL 1992

____ Begin initial publicity
- ____ alert newspapers, TV, radio; request public service announcements
- ____ provide information for newsletters
- ____ alert service, social and cultural groups
- ____ produce publicity tools
  - posters
  - public service announcements
  - press releases
  - ad

____ Refine agenda

THREE WEEKS BEFORE MEETING

____ Arrange for notices and reminders at local meetings
____ Place all ad and publicity materials

TWO WEEKS BEFORE MEETING

____ Re-distribute publicity materials if necessary
____ Increase media publicity
____ Begin phone or word-of-mouth campaign

ONE WEEK BEFORE MEETING

____ Confirm meeting site, equipment and arrangements
____ Meet with facilitator and small group leaders, do trial run of meeting
____ Organize and produce meeting handouts
____ Re-distribute publicity materials
____ Continue phone or word-of-mouth campaign
____ Increase frequency of media announcements

DAY OF MEETING

____ Place publicity materials at meeting site
____ Deliver meeting materials & check site
____ Set up check-in and meeting rooms

DEVELOPING PROGRAM MATERIALS

Many of the program materials you'll want to have at your first meeting are included in this handbook. You may want to customize some of the items to fit your community's needs. The following is a list of the things you could need:

____ Identifying and directional signs for building

____ Nametags

____ Meeting Agendas (see page 52-53)

____ MINNESOTA 2000 brochures (see page 63)

____ MINNESOTA 2000 video (see page 63)

____ Goal descriptions, community specific information (see pages 16–42)

____ Small group leader directions (see page 55)

____ Group worksheets for small group session (see page 57)

____ Commitment forms for meeting participants (see page 58)

BASICS OF COMMUNICATIONS & PUBLICITY

The following sections will help you in preparing the major components of a communications and publicity strategy for MINNESOTA 2000 in your community. These sections are offered as suggestions only. Please copy freely or prepare your own materials.

NEWS RELEASES

News Releases are the common way to alert the press to the events of MINNESOTA 2000. The following is a brief explanation of how to write an effective news release. In addition, there is a section on how to write clearly. This may be helpful in writing both news releases and sample editorials to supply to the press.

ORGANIZING A NEWS RELEASE

A news release, as its name implies, is something about what is happening now — on the date of the release. It has to have sense of immediacy. But it can still include informa-tion that is not entirely immediate, information of value to your sponsor. It's all a matter of organization.

- The classical way of organizing a news release is the inverted pyramid.
- The most important point is at the apex. The less important main points and the expansions on all points, broaden the base of the pyramid almost infinitum.
- Then the editor can cut the story from the bottom up, and still the essential part of the story remains.
- A less classical but more practical way of organizing a news release is to think of it as the rack-up for rotation pool —

1
2 3
4 5 6
7 8 9 10

- This can be extended to —

11 12 13 14 15
16 17 18 19 20 21
22 23 24 25 26 27 28

- And this is more points than you will want to make in the average news release.

- So, before you start to write your news release, rank in the order of importance the points you want to make to the reader — and to the editor who stands between you and your reader.

- This can be done physically, in an outline. Or it can be done mentally. But the more points you want to make in your news story, the more advisable it is to prepare an outline.

- Make your most important point your lead sentence, or paragraph. As pertinent, give the answers to who, what, when, why, and how. (Every story doesn't have to answer all six. But the lead should answer as many as the story requires.)

HOW TO WRITE CLEARLY

To write well you only need to get your ideas across clearly and simply. There are a few basic guidelines which will cover most of the common problems.

1. Outline what you want to say. You can't write clearly until, before you start, you know where you will stop. Either organize in your head, on a single piece of paper or on 3 x 5 cards. If you use cards put one point on each card. The put the cards in order of importance. You have the body of the release so that now you need only an introduction and conclusion.

2. Start where your readers are. How much do they know about the subject? Remember your purpose is to explain something.

3. Avoid jargon. Don't use words, expressions, or phrases known only to people with specific knowledge or interests. Keep it simple.

4. Use familiar combinations of works. This is self explanatory. One word of caution, by familiar words we do not mean incorrect grammar.

5. Use "first degree" words. By that we mean words that immediately bring an image to your mind. Other words need to be translated through the first degree word before you see the image. Those words are "second and third" degree words.
   Example: FACE (first degree) VISAGE, COUNTENANCE (second).

6. Stick to the point. This is where your outline pays off. Now you can say, does it relate to the point of the outline? If not, leave it and get on with the main theme.

7. Be as brief as possible. Whatever you write, go back and shorten, condense it. This will almost always make it tighter, straighter, easier to read and understand.
   - Present points in logical order
   - Don't waste words by telling people what they already know

- Cut out excess evidence and unnecessary anecdotes. One fact or example (at most, two) will support a point

- Look for the most common word wasters: windy phrases
  Example: At the present time...now

8. Look for passive verbs you can make active. This will usually produce a shorter sentence. The postman was bitten by the dog. The dog bit the postman. (From seven words to five).

9. When you have finished, stop.

PUBLIC SERVICE ANNOUNCEMENTS (PSA)

Public Service Announcements are short notices which can be played on radio stations. Often radio stations tape these notices and play them throughout the day. The text for PSAs can also be used on TV at the end of newscasts, on other community affairs shows, or on local-access cable stations. Stations usually have deadlines for receiving PSAs and limits to the air time available. Check your stations for their specific regulations. Here are two sample PSAs.

30 SECOND PSA

If you are among those who believe major changes are needed in our schools, join other concerned citizens at the MINNESOTA 2000 community meeting on education. The _____ community meeting will be held on _____night, April _____, between ____ and _____pm at the _____.

Call the _____school district or _____to find out further information or to volunteer to help.

Together we can make a difference.

60 SECOND PSA

If you are among the many who believe major changes are needed in our schools, join other concerned citizens at the MINNESOTA 2000 community meeting in _____. MINNESOTA 2000 is a statewide effort led by governor Arne Carlson and a Steering Committee of Minnesota leaders.

On _____ night, April ____, from _____ to _____pm, concerned _____ citizens will meet at the _____ to participate in a discussion about education. Statewide thousands of Minnesotans will do the same in their community.

Get involved in our schools. Call the _____ school district or _____ for information on how to become involved in MINNESOTA 2000. You can also call the MINNESOTA 2000 hotline at (612) 296-2822.

We need your involvement in Minnesota's schools. Please join us at the _____community meeting on _____night, April _____ from _____to _____pm.

Together we can make our schools stronger.

POSTERS

A very effective way to community specific information about your MINNESOTA 2000 community meeting is through posters. In the enclosed packet is a sample poster you may use. 8-1/2" x 11" posters can double as flyers to mail or stuff in organizations' newsletters or other mailings. Devise a list of the key places posters might be seen in your community.

PERSONAL LETTER OR PHONE CAMPAIGN

One of the most effective promotional tools available is the word-of-mouth campaign. This can be assisted by either a phone campaign or a letter campaign. Response to a personal request is usually positive. Ask each member of your steering committee to find 5 people who will each call or contact 10 individuals about the community meeting. Talk to local political leaders or service clubs and ask to use their mailing list to mail flyers or an invitational letter. Talk to some local businesses (cable company, newspaper or other service) and ask if they have the capability to produce personal letters from their billing or other database. They may be willing to produce personal letters for MINNESOTA 2000 as well.

IDENTIFYING COMMUNITY MEDIA RESOURCES

Use the following form to assess what resources you have available in your community to help promote MINNESOTA 2000. In this exercise you shouldn't worry about cost. The object is to think about all the avenues available to promote MINNESOTA 2000 and your community meeting.

After each heading, list the name of the media resource in your community. Also list the name of anyone you know who works there or is affiliated with them. It might also be helpful to list their address and phone number so you'll have a quick reference place for all media.

Radio stations_____

TV stations_____

Local-access cable TV_____

Newspapers_____

City or town paper_____
Community or neighborhood newspapers_____
Editorial board or writers_____

Billboards or other community notice mechanisms (bank clocks, etc.)

Newsletters_____

Civic groups_____
Service groups_____
Schools_____
Churches_____
Employer_____
Other_____

The National Education Goals

Goal 1: By the year 2000, all children in America will start school ready to learn.

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, geography, arts, and foreign languages; and every school in America will ensure that all students will learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.
- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.
- The percentage of students who are competent in more that one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

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Goal 4: By the year 2000, U.S. Students will be first in the world in science and mathematics achievement.

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase by 50 percent.
- The number of U.S. undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.